How Do We Serve and Use Data With Highly-Mobile Populations?

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This talk has two parts -

Serving Highly Mobile Populations

Addressing Data Concerns
A little about us – We work in and provide services to students, teachers, and administrators supporting highly-mobile populations.

• Our schools have experienced one or more of the following issues
  • High rates of psychiatric referrals
  • High rates of suicide ideation, attempts, and completions
  • Problems with high rates of discipline referrals
  • Disproportionate service provision across the district

• These projects are funded by four Department of Defense Education Agency (DoDea) grants and results are reported to congress annually
Each of the four projects uses common elements

• Universal screening to identify risk
• Needs and preference assessments by faculty and staff
• Provision of professional development and student programming
• Professional development followed by in-classroom observations and on-campus data
• Data shared with stakeholders for decision making
And now your turn....

• How many of you are a teacher, clinician, coach or other “direct” service provider?
• Are you a principal, director, or in another administrative position?
• Graduate student?
• Professor type?
When entering the room today how did it make you feel to be greeted?
Think of your reputation – maybe you know this as your social capital.

• How do you friends know you?
• What are good at or known for?
• How do you think of yourself or take pride in?

-------- please write this down on a piece of paper now place it under your chair
Time to move
How many children are new to a school every year?

- 1 in 20
- 1 in 15
- 1 in 8
- 1 in 3

1 in 8
On average, how many times does a military child move?

once a year
once every 2-3 years
once every 5 years

EVERY 2-3 years
55.6 Million School Age Children are in the US

national center for education statistics (2016)

• 6.5 million children are new to school every year.
  • 1 in 8.5

• 2.5 million are homeless
  • 1 in 30 children

• 2 million children are military connected
  • With deployment there is also the added stress of an absent parent
  • higher ranking military move more often – every 18 months, and for extended periods of time.
Poverty and race research action council (2010) indicated high-poverty urban schools have more than $\frac{1}{2}$ their students turn over within a single school year.
Government accountability office study (2010) followed students for a number of years. 13% changed school four or more times between kinder and 8\textsuperscript{th} grade.
17% for students in poverty, 33%+ for migrant and homeless, 50%+ for students in foster care
Figure 2. Mexican Apprehensions of Child Migrants, 2010–15
Moving is pervasive in the United States and related to a host of challenging academic and social concerns for students and families.
Move back... imagine if it were another new move

- Leaving supports
- Leaving reputation
- New social capital
Data systems and solutions are now required and expected in Federal law

ESSA requires academic achievement tracking of homeless and foster, military student identifier (active, reserve, national guard)

ESSA solutions include - interstate compact, migrant system data mgmt., flexible enrollment, flexibility in programming and meeting student needs
We are going to share highlights, lessons, and results of services and using data
Universal Screening
There are more than 100 assessments of resiliency, self management, relationships, etc.
• Cumberland North Carolina –
  • 9,000 students screened in 4 high schools, 4 middle school.
  • 10,000 in fall 2017
  • Used the BESS Behavioral Emotional Screening System, a 24 item student completed questionnaire producing results of normal, elevated or extremely elevated risk.
  • Results disaggregated by military and non-military population

• Bossier Louisiana –
  • 3,110 students screened in 2 high schools and 2 elementary schools fall 2015
  • 6,500 in 10 elementary and 1 middle in sp 2017
  • Used the BESS in 2015, will use Panorama in sp 2017 a customized questionnaire with broader questions about climate.
  • Results disaggregated by military and non-military population
Free assessment available end of this presentation – stand by.
Gender Results 2 High Schools, 2 Elementary Schools

<table>
<thead>
<tr>
<th></th>
<th>Non-Elevated Risk</th>
<th>Elevated Risk</th>
<th>Extremely Elevated Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Female Military</td>
<td>200</td>
<td>72.50</td>
<td>50</td>
</tr>
<tr>
<td>Female Non-Military</td>
<td>938</td>
<td>76.10</td>
<td>195</td>
</tr>
<tr>
<td>Female Overall</td>
<td>1138</td>
<td>75.40</td>
<td>245</td>
</tr>
<tr>
<td>Male Military</td>
<td>231</td>
<td>77.30</td>
<td>53</td>
</tr>
<tr>
<td>Male Non-Military</td>
<td>839</td>
<td>80.40</td>
<td>131</td>
</tr>
<tr>
<td>Male Overall</td>
<td>1070</td>
<td>79.70</td>
<td>184</td>
</tr>
</tbody>
</table>

Female Overall to Male Overall. The Z-Score is 2.7148. The p-value is 0.00672. The result is significant at p < 0.05.
We found differences in risk level for military connected high school students, not elementary.

<table>
<thead>
<tr>
<th>Percent of Military v Non-Military Students at Risk Level by School Level</th>
<th>Non-Elevated Risk</th>
<th>Elevated Risk</th>
<th>Extremely Elevated Risk</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
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<tr>
<td>Military</td>
<td>104</td>
<td>71.23</td>
<td>31</td>
</tr>
<tr>
<td>Non-Military</td>
<td>330</td>
<td>74.16</td>
<td>80</td>
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<tr>
<td>Overall</td>
<td>434</td>
<td>73.43</td>
<td>111</td>
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<tr>
<td>High School</td>
<td></td>
<td></td>
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<tr>
<td>Military</td>
<td>327</td>
<td>76.22</td>
<td>72</td>
</tr>
<tr>
<td>Non-Military</td>
<td>1447</td>
<td>83.98</td>
<td>246</td>
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<tr>
<td>Overall</td>
<td>1774</td>
<td>80.80</td>
<td>318</td>
</tr>
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</table>
We also found differences to the US population in every category of risk (2 HS, 2 MS)

<table>
<thead>
<tr>
<th>Population</th>
<th>Non-Elevated Risk</th>
<th>Elevated Risk</th>
<th>Extremely Elevated Risk</th>
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<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
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<tr>
<td>US Population</td>
<td>2838</td>
<td>86.00</td>
<td>363</td>
</tr>
<tr>
<td>Military</td>
<td>431</td>
<td>75.00</td>
<td>103</td>
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<tr>
<td>Non-Military</td>
<td>1777</td>
<td>78.00</td>
<td>326</td>
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Mobility Data - 613 Transfers within the LEA or from another LEA between Aug – February

<table>
<thead>
<tr>
<th>School</th>
<th>August</th>
<th>December</th>
<th>February</th>
<th>March</th>
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<td>2</td>
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<td>12</td>
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<td>3</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>E E Smith Hq</td>
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<td>2</td>
<td>22</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>E E Smith Hq</td>
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<td>7</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Jack Brit Hq</td>
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<td>7</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Jack Brit Hq</td>
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<td>1</td>
<td>3</td>
<td>7</td>
<td>4</td>
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<tr>
<td>Pine Forest Hq</td>
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<td>18</td>
<td>9</td>
<td>12</td>
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<td>5</td>
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<tr>
<td>Pine Forest Hq</td>
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<td>3</td>
<td>8</td>
<td>4</td>
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<td>12</td>
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<tr>
<td>Seventy-First Hq</td>
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<td>9</td>
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<td>Seventy-First Hq</td>
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<td>6</td>
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<td>Terry Sanford Hq</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>11</td>
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<td>7</td>
<td>12</td>
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<td>Terry Sanford Hq</td>
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<td>Westminster Hq</td>
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<td>10</td>
<td>13</td>
<td>4</td>
<td>9</td>
<td>3</td>
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<td>6</td>
<td>3</td>
<td>1</td>
<td></td>
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- **Implications?**
  - Differences between schools
  - Differences across time
- **Hurricane Matthew**
  - Large numbers of homeless, hotel
- **Tropical Storm**
  - Large numbers of absences due to flooding
Overall Screening Results 4 High Schools, 4 Middle Schools consistent with US population norms and consistent across military and non military populations

<table>
<thead>
<tr>
<th>Total</th>
<th>3743</th>
<th>1353</th>
<th>5096</th>
<th>851</th>
<th>273</th>
<th>1124</th>
<th>245</th>
<th>90</th>
<th>335</th>
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<tr>
<td>% Total</td>
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<td>0.21</td>
<td>0.78</td>
<td>0.13</td>
<td>0.04</td>
<td>0.17</td>
<td>0.04</td>
<td>0.01</td>
<td>0.05</td>
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<tr>
<td>% Within Classification</td>
<td>0.77</td>
<td>0.79</td>
<td>0.18</td>
<td>0.16</td>
<td>0.05</td>
<td>0.05</td>
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Examining by school in comparison to district provides additional information

<table>
<thead>
<tr>
<th>WOMS</th>
<th>N</th>
<th>252</th>
<th>48</th>
<th>300</th>
<th>100</th>
<th>13</th>
<th>113</th>
<th>27</th>
<th>8</th>
<th>35</th>
<th>% Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>56%</td>
<td>11%</td>
<td>67%</td>
<td>22%</td>
<td>3%</td>
<td>25%</td>
<td>6%</td>
<td>2%</td>
<td>8%</td>
<td>56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HMMSS</th>
<th>N</th>
<th>52</th>
<th>29</th>
<th>81</th>
<th>12</th>
<th>3</th>
<th>15</th>
<th>12</th>
<th>4</th>
<th>16</th>
<th>% Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>46%</td>
<td>26%</td>
<td>72%</td>
<td>11%</td>
<td>3%</td>
<td>13%</td>
<td>11%</td>
<td>4%</td>
<td>14%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Importance of effective programming based on data
Practical programming based on data

*not all schools use all program ideas*
Practical Solution: SIMPLE Transition plans

- Welcome meeting and materials
- Brief assessments or screeners
- Simple “SIMPLE” transition plans about needs – e.g.
  - Lunch bunch
  - Peer mentor
  - Friend
  - Check for accurate academic placement
• Standardized
• Intimate
• Manageable
• Personalized
• Leveraged
• Evaluable

• Standardize the form and some basic content (if-then)
• Intimate (one on one)
• Manageable (google form with key points)
• Personalized (involve student)
• Leveraged (use existing programs)
• Evaluable (concrete follow up like attendance at an event or check to see if they are eating lunch alone)

Practical Solutions: Peer Programming

- Students trained in leadership or student-2-student
Practical Solution: Hails and Farewells

- Provide age appropriate materials
- Books or content about the location
- Setting to recognize students
- Rock gardens
- Sign walls/blocks
- Buddy benches
Practical Solution: Small Groups

• Provide “front of line” passes to maximize time use
• Request “quick dismiss” from teachers when transition times before lunch are conducive
• Use classroom or large group areas for friendship groups or guided discussions.
Practical Solution: Teach empathetic listening

- Identify faculty and staff who have completed training
- Use terms like “Allies” or “safe-spot” or “care-area”
Practical Solution: Campus-wide programming

• Work across district programs to fund high-impact assemblies to promote awareness or teach skills
Practical Solution: District-wide programs

- Professional Learning Communities PLCs
- Visions of superintendents – student teacher relationships
- Mandatory check and connects
- Mindful moments
Find your key to the kingdom
Programming to Aspire to
The CDC and APA identify students with greater school connectedness have better academic achievement and attendance and fewer discipline problems.
Develop a culture of aspirational leadership

Elizabeth MacWilliams, principal of Carroll Magnet Middle School, plans to visit every one of her 1,003 students in their home this year. She meets with 7th grader Nevaeh Boyd on this trip (Feb 6, 2017).

Second to family – Schools are the most important stabilizing force for young people
Seven consistent messages occur in the literature

• Sense of belonging and being part of the school.
• Liking school.
• Perception that teachers are supportive and caring.
• Having good friends within school.
• Being engaged in current and future academic progress.
• Believing that discipline is fair and effective.
• Participating in extracurricular activities.
Free Survey on School-Connectedness

Copy this survey and add relevant demographics as you wish.

https://docs.google.com/forms/d/125TAzP7zH_JgT33WTxTjc9hOn3H6i82ZDMC1CXwhGlk/edit?usp=ssharing
School-Connectedness

This is intended as a free survey to quickly assess school-connectedness in school-age students. Questions are derived from research literature and reports from the CDC, APA, and many universities.

I am making good progress academically

1 2 3 4 5

No, I do not think so. ○ ○ ○ ○ ○ ○ Yes, I'm certain.

I feel a sense of belonging and part of this school

1 2 3 4 5 6 7 8 9 10

No, not at all ○ ○ ○ ○ ○ ○ ○ ○ ○ yes, very much

I feel like the discipline at this school is fair and works.

1 2 3 4 5 6 7 8 9 10

No, not at all ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ yes, completely agree

I feel teachers are supportive and caring at this school

1 2 3 4 5 6 7 8 9 10

Not very much ○ ○ ○ ○ ○ ○ ○ ○ ○ all the time.

I participate in extracurricular activities

1 2 3 4 5 6 7 8 9 10

I participate in extracurricular activities ○ ○ ○ ○ ○ ○ ○ ○ ○ almost all the time.
Individuals

Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear and fair are more likely to be connected to school.
Proactive Management Strategies

• Expectations and routines
• Recognize and reward desirable behavior
• Help set academic and behavior goals
Interactive and experiential teaching methods oriented to explicit learning objectives.

• High impact learning strategies
• Small teams of differentiated ability levels
• Cross age and peer-led tutoring, counseling, collaborative learning, orientations, welcome programs, buddy programs.
Self Monitoring App

Free http://www.goalsontack.com/

- Relying on best practices in psychology and personal development principles, this goal-setting and personal-productivity app guides you through the process of goal setting – from recording your goal, its purpose, start and end date, to creating an action plan and tracking progress. Use one of GoalsOnTrack’s goal templates and customize your own action plan, then track progress by placing a checkmark beside completed tasks. This app also has a built-in goal journal allowing you to record your progress and a habit tracker that provides a visual guide of your successes.

Free: http://www.irunurun.com/

- This performance and accountability app argues actions speak louder than goals. Begin by entering the action, or habit, you want to track. Then weigh the action by assigning it a point value out of 100. Your score at the beginning of the week will start at zero and will increase as you complete actions. If you complete each action entered at the appointed time each day, you would earn a perfect score of 100 for the week. This app also allows you to share the experience with others. Invite friends, family or colleagues to any action and build an accountability team so they can encourage your progress. Irunurun makes three versions of this app – for personal, team and enterprise use.

Free: https://www.coach.me/

- This app begins with the premise that goals are most easily achieved when we’re being held accountable by others. Using crowdsourced encouragement, Lift allows you to choose your goals and then select the type of coaching you require: advice, motivation, and/or prompting from the Lift community. You can hire a coach, get props from other users and set up reminders to do tasks.

Free: https://www.stickk.com/

- If vision boards and pie charts aren’t enough to motivate you, perhaps you need the stickK approach. This app, developed by Yale University economists, will cost you real money if you fail to reach your goal. A commitment contract binds you to a goal. Set your goal and the time frame you want to achieve it in, then state how much money you want to put on the line and where you want that money to go should you fail to reach your goal. Next, designate a referee to monitor your progress. This person acts as an independent third party who logs into the app to monitor your progress (you can also choose the honor systems and go it alone, without a referee). Need a little extra motivation? You can also choose to have a panel of other stickK supporters to be your cheering section and post motivational messages in your Commitment Journal – the place where you make daily entries on your progress.
Decision Making App

http://wheeldecide.com/
Data are not static, neither are data sources
...Sorry for the delay, as I was trying to pull together the information I realized that we do not keep track of whether or not the student transferred in or out but only that they transferred that school year. I’m sure there is a way to find out whether or not they transferred in or out but then I'd have to go to each school and see if a student that was listed as transferred at one school stopped receiving grades and started receiving grades at another school but that would be pretty complicated the deeper things got. I hope that this information is enough!
Take-away

Be bold

Collaborate across disciplines and programs

ASK students and teachers about what they need

Involve all data systems in communication
Selected References


• AIR National Center on Children’s Homelessness (November, 2014). Americas youngest outcasts
Additional Resources

• **School Connectedness: Improving Students’ Lives**
  The Johns Hopkins Bloomberg School of Public Health’s Military Child Initiative produced this report summarizing effective programs and strategies that promote school connectedness for youth (PDF, 3.9MB).

• **School Connectedness: Strategies for Increasing Protective Factors among Youth** Describes evidence-based strategies that teachers, administrators, other school staff and parents can implement to increase the extent to which students feel connected to school.

• **Enhancing Student Connectedness to Schools**
  The Center for School Mental Health Analysis and Action’s report (PDF, 153KB) summarizes research about school connectedness and evidence based strategies to increase school connectedness.

• **National Center on Safe Supportive Learning Environments**
  The National Center on Safe Supportive Learning Environments (PDF, 1MB) is funded by the U.S. Department of Education’s Office of Safe and Healthy Students and the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration to help address issues as bullying, harassment, violence and substance abuse. The website includes research, reports, webinars, webinar recordings and searchable resources by profession, topic, grade level and a compendium of school climate assessments.

• NCHE.ed.gov Effective teaching and at risk/highly mobile students. National Center for Homeless Education
Thank you

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